



**History and Social Science
Standards of Learning
Sample Scope and
Sequence**

**Grade Two:
Introduction to History
and Social Science**

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

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Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Introduction

The standards for second grade students include an introduction to the heritage and contributions of the people of ancient China and Egypt and of the American Indians. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of history and the social sciences for grade two that are included in the Virginia Standards of Learning. It is organized to develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective. It is understood that these academic standards are to be incorporated into a broader, logically designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessments methods appropriate for their students. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Overview of the Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Responsibilities of Citizenship	2.10a, b, c, d, e, f; 2.12
Construction and Use of Simple Maps and Globes	2.5a, b; 2.6
Lives and Contributions of American Indians (First Americans)	2.2
Contributions of Ancient China and Egypt	2.1
Describing Regions, Environments, and Communities	2.4a, b, c, d; 2.3
Famous Americans and Their Contributions	2.11
Resources and Economic Choice	2.7
Acquiring Goods and Services Using Barter and Money	2.9; 2.8

Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Responsibilities of Citizenship	<p>Know that a good citizen has a variety of responsibilities that include the following:</p> <p>Responsibilities of a good citizen:</p> <ul style="list-style-type: none"> Respecting and protecting the rights and property of others Taking part in the voting process when making classroom decisions Describing actions that can improve the school and community Demonstrating self-discipline and self-reliance Practicing honesty and trustworthiness 	2.10a, b, c, d, e, f	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes Writing assignments 	<p><i>See page 19 for reference information.</i></p> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Print and non-print resources
	Participate in groups and democratic society.	2.10a, b, c, d, e, f		
	Make decisions.	2.10a, b, c, d, e, f		
	Understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions who contribute to their community by practicing the responsibilities of good citizens.	2.12		
	Understand that Americans are a people of diverse ethnic origins, customs, and traditions who are united as Americans by common principles and traditions.	2.12		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Responsibilities of Citizenship (continued)	Understand that people living in the United States who have diverse ethnic origins, customs, and traditions participate in and contribute to their communities.	2.12		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia’s Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Understand that people contribute to their community by practicing the responsibilities of good citizens.	2.12		
	Understand while people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.	2.12		
	Understand that people share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.	2.12		
	Compare and contrast differing sets of ideas.	2.12		
	Make generalizations of data.	2.12		
	Gather and classify information.	2.12		

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Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Construction and Use of Simple Maps and Globes	Know that maps include the following: <ul style="list-style-type: none"> Title—The name or kind of map Map legend—A list of shapes and symbols used on a map and an explanation of what each stands for Compass rose—A symbol that shows direction (north, east, south, and west) on a map 	2.6	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes Writing assignments 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben’s Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Print and non-print resources
	Understand that people who make maps include a title, map legend, and compass rose.	2.6		
	Recognize that a map is a drawing that shows what places look like from above and where they are located.	2.6		
	Understand that a map legend includes symbols that represent objects and places.	2.6		
	Use a map legend.	2.6		
	Draw maps of familiar areas.	2.6		
	Make and use simple map symbols.	2.6		
	Use a compass rose to identify directions.	2.6		

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Grade Two: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Construction and Use of Simple Maps and Globes (continued)	Use maps to locate land and water features.	2.5		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia’s Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Understand that maps and globes help people study the Earth.	2.5		
	Know the following terms: <ul style="list-style-type: none"> • Equator: An imaginary line around the middle of the Earth • Continent: A large body of land on the Earth. 	2.5		
	Locate the following seven continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes.	2.5		
	Locate the following four oceans: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, and the Pacific Ocean on maps and globes.	2.5		
	Locate the following rivers, mountain ranges, and lakes: the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map.	2.5		
	Locate areas (regions) on maps and globes.	2.5		

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Organizing Topic	Essential Understandings, Knowledge, and Skills				Related SOL	Sample Classroom Assessment Methods	Sample Resources
Lives and Contributions of American Indians (First Americans)	Understand that many American Indian (First American) tribes lived in Virginia and in other regions of America.				2.2	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Writing assignments Tests and quizzes 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Print and non-print resources
	Understand that American Indians (First Americans) met their basic needs in different ways.				2.2		
	Recognize that American Indians (First Americans) have made contributions to present-day life.				2.2		
	Know the following term: Regions: Places that have common (the same) characteristics.				2.2		
	Compare the American Indians (First Americans) using the following chart:				2.2		
	Region	Indians	Homes	Occupations	Transportation		
	<i>Eastern Woodlands</i>	Powhatan	Wood and bark houses	Fishermen Hunters Farmers	Walked Paddled canoes		
	<i>Plains</i>	Sioux	Teepees	Hunters Horsemen Warriors	Walked Used horses		
	<i>Southwest</i>	Pueblo	Multi-story terraced buildings	Farmers	Walked		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Lives and Contributions of American Indians (First Americans) (continued)	Identify the following contributions of American Indians (First Americans): <ul style="list-style-type: none"> • Arts (jewelry, pottery, weaving) • Legends and stories • Respect for nature • Farming 	2.2		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia’s Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Compare and contrast differing sets of ideas.	2.2		
	Gather, classify, and interpret information.	2.2		
	Construct and explain simple charts.	2.2		
	Collect, organize, and record information.	2.2		

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Organizing Topic	Essential Understandings, Knowledge, and Skills		Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of ancient China and Egypt	Explain that ancient people made contributions that affect the present world.		2.1	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes Writing assignments 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Print and non-print resources
	Know the following terms: <ul style="list-style-type: none"> Ancient: Long, long ago Architecture: The design of buildings Contribution: The act of giving or doing something 		2.1		
	Identify the contributions of ancient China and Egypt identified in the following chart.		2.1		
		China	Egypt		
	<i>Written Language</i>	Characters, symbols	Hieroglyphics		
	<i>Inventions</i>	Kite Silk cloth Compass Bronze Fireworks	Paper made from papyrus 365-day calendar Clock		
	<i>Architecture</i>	Great Wall	Pyramids		
	Explain that many inventions of ancient China and Egypt are still used today.		2.1		
	Locate and use information from print and non-print sources.		2.1		
	Gather, classify, and interpret information.		2.1		
	Use resource materials.		2.1		
	Collect, organize, and record information.		2.1		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
				<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia’s Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Describing Regions, Environments, and Communities	Understand that people adapt to their environment in different ways.	2.4a, b, c, d	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes Writing assignments 	<p><i>See page 19 for reference information.</i></p> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Print and non-print resources
	Know the following terms: <ul style="list-style-type: none"> Climate: The kind of weather an area has over a long period of time Land: The shape of the land's surface Environment: Surroundings 	2.4a, b, c, d		
	Show where the regions of the Powhatan, Sioux, and Pueblo people are located on a map of the United States.	2.4b		
	Identify that China is located in Asia and Egypt is located in Africa.	2.4 a		
	Use the chart on the following page to show how the climate, land, and plant life of the regions of China, Egypt, the Eastern Woodlands, the Plains, and Southwest United States were similar and different.	2.4c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills				Related SOL	Sample Classroom Assessment Methods	Sample Resources
Describing Regions, Environments, and Communities (continued)		Climate	Land	Plant Life	2.4c		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia’s Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	<i>China</i>	Seasons	Forests Hills, mountains Deserts	Great variety of plant life			
	<i>Egypt</i>	Hot, dry	Nile River Deserts Flooding	Grasses along the Nile River			
	<i>Eastern Woodlands (Powhatan)</i>	Mild winters Hot, humid Summers	Rivers Hills, mountains Coastlands	Forests Variety of plant life			
	<i>Southwest (Pueblo)</i>	Hot days Cold nights Little rainfall	High flatlands	Cactus			

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Describing Regions, Environments, and Communities (continued)	Describe ways the ancient Chinese, Egyptians, Powhatan, Sioux, and Pueblo adapted to their environment using the following information as a guide: <ul style="list-style-type: none"> The ancient Chinese fished, farmed, and irrigated the land. The ancient Egyptians farmed and irrigated the land near the Nile River. The Powhatans farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food. The Sioux moved around the region to hunt for buffalo. They used horses for transportation. The Pueblo farmed the land. They lived in villages in adobe (clay) houses. 	2.4d		
	Locate regions on maps and globes.	2.4a, b, c, d		
	Locate and use information from print and non-print sources.	2.4a, b, c, d		
	Use resource materials.	2.4a, b, c, d		
	Collect, organize, and record information.	2.4a, b, c, d		
	Gather, classify, and interpret information.	2.4a, b, c, d		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Describing Regions, Environments, and Communities (continued)	Understand that communities change over time for a variety of reasons.	2.3		
	Know the following terms: <ul style="list-style-type: none"> · Community: A place where people live, work, and play · Population: The number of people living in a community · Transportation: A way of moving people and things from one place to another 	2.3		
	Identify that the way people live today is different from the way people lived long ago.	2.3		
	Understand that new inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.	2.3		
	Make and explain graphs.	2.3		
	Compare and contrast information.	2.3		
	Gather, classify, and interpret information.	2.3		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Famous Americans and Their Contributions	Understand that individuals in the past have worked successfully to improve the lives of other Americans in the United States.	2.11	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<p><i>See page 19 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics • Print and non-print resources
	<p>Identify famous Americans and their contributions toward improving the lives of other Americans using the following information as a guide:</p> <ul style="list-style-type: none"> • George Washington: He led the fight for freedom from England and helped establish a new country. • Abraham Lincoln: He was the President of the United States who helped free African American slaves. • Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote. • Helen Keller: She overcame disabilities and worked to help others who were blind and deaf. • Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans. • Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches. 	2.11		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Famous Americans and Their Contributions (continued)	Collect, organize, and record information.	2.11		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Gather, classify, and interpret information.	2.11		
	Compare and contrast different personalities and behaviors.	2.11		
	Explain cause and effect relationships.	2.11		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Resources and Economic Choice	Understand that the three main types of resources are natural, human, and capital.	2.7	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes Writing assignments 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Print and non-print resources
	Describe the differences in the following resources: <ul style="list-style-type: none"> Natural resources: Materials that come from nature Human resources: People working to produce goods and services Capital resources: Goods made by people and used to produce other goods and services 	2.7		
	Identify examples of resources using the following information as a guide: <ul style="list-style-type: none"> Natural: Water, soil, wood, coal Human: Farmers, miners, builders, painters Capital: Hammers, computers, trucks, lawn mowers, factory buildings 	2.7		
	Gather, classify, and interpret information.	2.7		
	People are both producers and consumers.	2.9		
	People must make economic choices because resources are limited (scarcity).	2.9		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Acquiring Goods and Services Using Barter and Money	Know the following terms: <ul style="list-style-type: none"> Scarcity: Not being able to meet all wants at the same time Consumer: A person who uses goods and services Producer: A person who uses resources to make goods and/or provide services 	2.9	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes Writing assignments 	<i>See page 19 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Print and non-print resources
	Explain that people make economic choices because resources and goods and services are limited.	2.9		
	Make decisions based on information.	2.9		
	Gather, classify, and interpret information.	2.9		
	Understand that people acquire goods and services through barter or through the exchange of money.	2.8		
	Know the following terms: <ul style="list-style-type: none"> Barter: The exchange of goods and services without the use of money Money: Coins, paper bills, and checks used in exchange for goods and services 	2.8		
	Compare and contrast different concepts.	2.8		

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Resources

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Ben's Guide to U.S. Government for Kids – <http://bensguide.gpo.gov>

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia's Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

History and Social Science Pavilion – <http://www.pen.k12.va.us/Pav/SocStudies/SocStudies.html>

K-5 History and Social Sciences – http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/K-5HSS.html

Kids Click! Web search for kids by librarians – <http://sunsite.berkeley.edu/KidsClick!>

National Council of the Social Studies – <http://www.socialstudies.org>

National Council of Economic Education – <http://www.economicsamerica.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Primary Knowledge of Economics – <http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>

Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning–
<http://www.pen.k12.va.us/VDOE/Instruction/starsbooklist.pdf>

Virginia's Community of Learning – <http://www.virginialearning.org>

Virginia Council of Economic Education – <http://www.vcu.edu/busweb/vcee>

Virginia Geographic Alliance – <http://www.runet.edu/~geog-web/alliance/vga.html>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html

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